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AUTHOR	Schneller, Paul
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ABSTRACT

The Agency for Instructional Television (AIT) solicited information from 28 individuals having responsibilities in various local, regional, and state instructional television organizations and agencies in the United States and Canada. AIT asked each individual to respond to three sets of questions on (1) the current status of secondary school television in the respondent's area, (2) a statement of the respondent's philosophy regarding television use in the secondary schools, and (3) examples of significant successes or failures in the respondent's area. Responses of agencies indicate that secondary school television is underused, underfinanaced, and unexciting. Appendices include the letter requesting responses to the survey questions, and names of the 22 agency representatives responding to the survey. While the sampling procedures are not scientific, the data seem representative, based on AIT's knowledge of the field and active agencies. This initial probe is designed as a basis for further analysis and in-depth case studies. (Author/CMV)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

The Agency for Instructional Television is a nonprofit American-Canadian organization established in 1973 to strengthen education through television and other technologies. AIT develops joint program projects involving state and provincial agencies, and acquires and distributes a wide variety of television and related printed materials for use as major learning resources. It makes many of the television materials available in audiovisual formats. AIT's predecessor organization, National Instructional Television, was founded in 1962. The AIT main offices are in Bloomington, Indiana; there are regional offices in the Washington, D.C., Atlanta, and San Francisco areas.

This is one of several research reports prepared as part of the Secondary School Television Project. This project is an activity of AIT supported with funds from Exxon Corporation and Union Carbide Corporation. It is designed to review the current uses of secondary school television and to explore improving the use of television in selected secondary curriculum areas. For further information about the Secondary School Television Project, contact the Agency for Instructional Television, Box A, Bloomington, Indiana 47401.

The research study reported here was designed by AIT in consultation with the steering committee of the Secondary School Television Project and conducted by AIT. The materials were compiled by and this report written by Paul Schneller.

Research Report #47

A CHALLENGING PICTURE: THE STATUS OF ITV UTILIZATION IN SECONDARY SCHOOLS

March 1977

INTRODUCTION

In early January of 1977, the Agency for Instructional Television began a study of the use of instructional television in secondary schools. The Agency solicited information from individuals with responsibilities at various local, regional, and state instructional television organizations. A total of twenty-eight agencies in the United States and Canada were contacted. AIT asked each agency to respond to three sets of questions on: the current status of secondary school television in the respondent's area, a statement of the respondent's philosophy regarding television use in the secondary schools, and examples of significant successes or failures in the respondent's area (see Appendix I for cover letter). Responses were received from 23 agencies (see Appendix II for the names and agencies of those responding).

The responses to AIT's letter are structured in this paper as follows:

1) Status of instructional television in secondary schools including the availability of materials and equipment, audience, attitudes and off-air recording;

2) Philosophy of instructional television use in secondary schools; and,

3) Examples of secondary school television successes and failures, problems and solutions.

While the sampling procedures are not scientific, the data seem representative, based on AIT's knowledge of the field and agencies active in it. This initial probe is designed as a basis for further analysis and in-depth case studies.

STATUS OF INSTRUCTIONAL TELEVISION IN SECONDARY SCHOOLS

Materials

Most of the agencies responding to this survey indicated that materials are readily accessible, if the decision is made to use secondary programming. The amount of such programming actually made available to schools varies greatly. Some school television organizations transmit as few as three secondary series out of thirty-four on-air school series; others provide twenty-five or more secondary school series. KCPT (Kansas City, Missouri) broadcasts approximately forty series for a secondary school audience, more than half its in-school schedule. The hours of broadcast time range from as few as three per week to as long as ten hours per day, in the case of an agency with multi-channel capacity. Only a few respondents could estimate how much of the total secondary school broadcast schedule is repeat material, but two, three, or even four repeats per week (or even per day) are common.

An analysis of ITV program schedules for secondary school use and comments from several respondents points to the significant role of commercial film distributors. The vast majority of programming in secondary school studies, science, and literature is provided by film companies--most notably Learning Corporation, Time-Life Films, Encyclopedia Britannica and Bailey Film Associates. Many agencies are dependent on these sources for large blocks of their secondary schedules.

A constant problem seems to be the availability (and cost) of in-school re-record rights, either for seven days or longer. At KCPT, arrangements with participating schools require year-long re-recording rights. Dian Molton, KCPT Supervisor of Instructional television, has

been able to negotiate agreements with numerous film suppliers, but for many other agencies the costs are prohibitive.

In addition to the problem of high prices, several film companies, including BFA and Xerox, have withdrawn from the ITV market; others may soon follow suit. These companies feel that television broadcasts of their materials hinder film sales because schools, regardless of copyright, record the films off-air. Left unresolved, this dilemma may result in an even more significant programming void for secondary school television.

For many secondary schools, videotaped materials are available on teacher request from the television authority or their local school district. Sometimes programs are specifically broadcast for off-air recording, other times videotapes are physically distributed in cassette or reel-to-reel formats. Libraries of several hundred or even a thousand tapes (e.g., Lincoln County, Ontario) exist at many locations, while agencies with full convenience rights facilitate the development of school building level collections.

Responding agencies mention the need for a greater amount of new programming in a variety of subjects. Most frequently noted are social sciences (especially history and current events), physical sciences, language arts, and mathematics. The next level of concern includes music, art, and a wide range of coping skills (e.g., money management, consumer skills, career selection, and future studies).

The quality of existing or desired programming is not often mentioned, except in general terms: "Teachers want quality programming." More specific comment is contained in KLRN's response. Teachers in that school service complain that ITV programs take too long to teach too little, resulting in the waste of valuable classroom time. The teacher

can do more, and more quickly, too. Respondents also note that an interdisciplinary approach, often used by contemporary ITV series, requires the classroom to deal with material often irrelevant to ongoing studies.

In a related matter, the literature reports and the vast majority of respondents concur on the feeling of secondary teachers that they are the content experts; they know the substantive material and can do the best job of presenting it. In view of these feelings, ITV might best be received when it is used to augment, enrich, and relate the subject matter to the real world. It might also be used successfully to present concepts teachers find difficult to explain and to do things that are beyond the resources and capabilities of the classroom teacher.

Most of the agencies felt that television programming on the secondary level needs to be in short sequences, units of two or three programs perhaps, but certainly not more than ten. Series of twenty or thirty programs are invariably not used in their entirety. Teachers select only those programs they want to use, for whatever reason--relevance, time filler, etc.--and are not easily convinced of the value of using an entire series. (This may be a compounding of the scheduling problem; see Problems, below.) Program length should not be more than thirty minutes, preferably less, to allow for introduction and follow-up within the normal 45- or 50-minute class session.

Of paramount importance and almost universally mentioned by respondents is the right to unlimited duplication of programming available to the schools. They indicated that convenience recording rights for school use over an extended time period is essential to the growth of ITV use in secondary schools. Without such flexibility, they feel, secondary school ITV will die. Several respondents were willing to report that some schools "steal"

broadcast programming, recording materials without contractual agreements to do so.

In most cases where print materials are mentioned, they are made available on request for specific programs or series. There is usually automatic distribution of an annual broadcast schedule to all teachers, but several respondents question whether the schedules actually get to the addressees--principals, department heads, or other gatekeepers may stop the information flow for reasons of their own. Several respondents indicate heavy publication and distribution of print materials, usually from the state level where adequate budgets facilitate reproduction and distribution coincident with state network broadcasts. The quality of these materials is not often mentioned, but suggestions are made for outlines to be fully developed at the local level by teachers and administrators, not because of local differences but to ensure staff involvement and commitment to ITV use.

Equipment

Far more than materials, the question of equipment availability is dealt with ardor and at great length by almost all respondents. Most emphasize that lack of equipment is the crucial stumbling block to increasing ITV use on the secondary level. Several agencies report that as many as half of the secondary teachers in certain areas do not have access to a TV receiver. Mary Jane Phillips of New Jersey complains, "If we have two or even three television sets in most of our secondary schools, I would be surprised." The availability of videotape record/playback equipment is even worse. Mississippi, for example, is reported to have videotape recorders in only 20% of its schools.

However, not all respondents noted equipment shortages. For example, in Lincoln County, Ontario, each school has at least two videotape recorders, and KLVX (Nevada) boasts of a production center with helical scan videotape recorders and vidicon cameras for each school. KCPT (Missouri) serves about fifty junior and senior high schools, each of which has videotape recorders, playback units and color monitors.

Even within the same service area, some school districts are well-equipped and others almost bare. Factors such as administrative support and aggressive ITV coordinators sometimes make the difference. These are discussed below under Problems.

Equipment incompatibility is occasionally mentioned. Some respondents suggest phase-out plans and approved manufacturer lists as ways of improving the situation. Only a few respondents noted the existence of color receivers, and then for only 15-20% of the total number of sets in the area.

Audience Size

In general, ITV use at the secondary level is extremely low; the percentage of teachers using ITV is often quite small. Here are some of paraphrased responses to the question of who uses ITV:

One-third of the total K-12 population views ITV, and one-third of that population is secondary school.

Sixty-one of 239 teachers responding to a survey do use ITV, but 105 were not able to, 54 didn't want to.

We have no current contract to provide ITV service for any secondary school in our area.

Twenty percent of the students in the county are viewers.

Eleven percent of all teachers using ITV are secondary school teachers, but only one of nine teachers in the state uses ITV.

Fifteen percent of all student viewers were grades 8-12.

A detailed study of Kentucky Educational Television Network's series broadcast to elementary and secondary schools over the last few years shows frequent 1%, 2%, and 3% viewership by secondary students (as a percent of total school population). When percentage of total possible viewers is noted, secondary school audiences are almost always proportionately smaller than elementary school audiences.

There are a few locations where the picture is brighter. In Huntington Beach, California, 25% of the teachers use ITV; the Allegheny Educational Broadcast Council in central Pennsylvania reports that 47% of the secondary teachers in member districts used ITV in 1975-1976. KCPT's (Missouri) 1976 ITV utilization survey shows that each of its approximately 58,000 secondary students viewed an average of sixty programs.

It should be noted that many respondents do not have data on ITV viewership, or are in the process of surveying to determine use. Research of this kind seems to be a very low priority for many school television agencies.

Administrator and Teacher Attitudes

Administrator and teacher attitudes about ITV seem to play important roles at different points in the ITV system. Administrators are "front-end" factors, gatekeepers. Administrative support and advocacy are seen as crucial in obtaining the funds to install and maintain effective ITV systems, including personnel, equipment, and materials. Many school television agencies indicate that administrators are generally very positive and verbally supportive of ITV's role in education. Unfortunately (and not unexpectedly), such support is inaudible when financial pressures force budgets down to amounts acceptable to legislators and school boards. As a

result, administrators must often reduce their budgets and ITV is one of the first items to be cut.

Once television equipment is in place, the support of principals and school superintendents is but one critical factor in teachers' use of ITV. Most respondents indicate that once ITV is available, the classroom teacher is the person who exercises control over its use; teachers' acceptance of ITV in "their" classrooms varies considerably. Sandy Sauser, from Orange County, California, groups teachers under four labels that seem generalizable across most other agencies' replies:

> *Fireballs--they love it, eat it for breakfast, lunch, and dinner, and can't wait to have more.*
>
> *Dedicateds--these are the ones who want "real" instruction in the classroom, not fads and frills.*
>
> *Fearfuls--the ones who are involved in a power struggle with ITV, and are determined not to let go of what they have.*
>
> *Mindless--perhaps most unfairly labeled, yet these seem to be unable to make a go of it; no matter how hard they try to use ITV, it just doesn't work for them.*

One person who does seem to make a real difference is the ITV/AV coordinator/technician. If this person exists and is aggressive, solicitous, helpful, enthusiastic, competent and indefatigable, teachers tend to use ITV more. This individual can often be as important, if not more so, to the sucess of ITV in the secondary school as the principal. Being there with ideas for use, available equipment, broadcast schedules and encouragement will generally lead to teacher interest and increased utilization. Some teachers, it is felt, are just unaware of what is available in the field, and the ITV coordinator or media specialist can close that information gap.

On the other hand, there is a large minority of teachers who feel they are the content experts and do not need to be shown how to use materials (ITV or otherwise) in their areas of competence. Respondents indicate

these teachers require extra effort to be persuaded, but again, the ITV/AV person may be the one to get through. A successful experience is noted as having a conversion effect--if it works once, maybe it will work again.

One resondent from California notes that the introduction of ITV in various parts of the state had a negative effect on some California educators who tried ITV. The "talking face" convinced many of them that ITV was a magnification of boredom, and they are reluctant to try it again. Of course, their reluctance may well be based on ignorance of the evolution of some ITV quality programming; but if they cannot be persuaded to expose themselves to better material, these educators will not "turn on" ITV.

Another response that seems indicative of a state-wide (perhaps nationwide) lethargy, is from Georgia. A recent survey showed that secondary school teachers, in particular, did not respond to an item asking for suggestions on what needs they would like to see met by ITV. For some reason(s), they may feel that there are no educational needs that ITV can help them meet.

In general, secondary teachers do not use ITV. They want it strictly on their terms, which translates into flexible scheduling, shorter sequences of programs dealing with hard-to-handle concepts, illustrations, and maintenance of their position as the person in charge.

Off-Air Recording

Many agencies were not able to cite any figures on off-air recording in secondary schools. They simply have never tried to collect such data. Of those who had, there is a great variation in what they report. Wisconsin, for example, has some schools where there is no off-air recording and other schools where all ITV is recorded off-air for convenient use.

Some locations have data on the total number of hours of off-air recorded materials; for example, Telecommunications of Orange County, California, reports that the Huntington Beach Union School District has an average school playback of 400- to 600-hours per month. Other respondents have survey data indicating teacher use of taped materials; Pennsylvania's Allegheny Educational Broadcast Council, for example, reports that 54% of the teachers in its area taped programs for later use in 1975-1976. A large library of off-air taped materials was not uncommon, and probably more common than admitted, since several respondents felt there was considerable off-air recording without contractual agreement.

There was some indication that junior high school teachers are more likely to make use of off-air recording than senior high teachers, although no explanation of why this was so was given. Videocassettes were mentioned as better than reel-to-reel tape, and the availability (and convenience) of cassette recorders tended to increase use. It should be noted that generally low off-air recording figures are in line with the commonly reported lack of videotape recording equipment. However, it cannot be assumed that available equipment alone will cause an increase in off-air recording.

Whether or not they could cite statistics, almost every respondent emphasized the need to improve the record/playback capability at the secondary level. Without considerable upgrading of capabilities for record, playback, storage, and maintenance and the legal right to record and store programs, the forecast is gloomy.

PHILOSOPHY OF INSTRUCTIONAL TELEVISION USE IN SECONDARY SCHOOLS

The dominant philosophical theme of ITV use among the agencies participating in this study was "ITV the enricher." Classroom television on the secondary level is almost universally viewed as a supplement to the content presentation of the teacher. This belief is held by almost all school television agencies, not just by the teachers for whom the respondents spoke. All seemed to feel that secondary school teachers are subject matter experts who can, in fact, do the job of presenting content. What ITV should do is fill in with experiences that cannot be contrived by the classroom teacher. ITV should bring the concepts taught in class in contact with the real world. It should be used as a tool for the student to explore society, an applied research instrument where the student can practice the skills for which the classroom is ill-equipped or inappropriate.

Few respondents felt ITV should attempt to carry the bulk of the content. Only when competent teachers are unavailable should ITV carry the whole load. One example of this is the Nuclear Science series produced by the Allegheny Educational Broadcast Council; because teachers did not have the subject matter expertise, a series was developed to meet an identified need. Respondents warn that if ITV is used as the content carrier, it must deal with the anxieties and ego-involvement of the teacher who controls the television set.

Good ancillary materials are vital. They can help the teacher prepare and become more of an "expert," and maintain "face." A related suggestion is that ITV agencies involve teachers in the development and production of locally-created content-carrying programs.

A well-reasoned approach to ITV use is offered by Clara Howell from Georgia. ITV is one of a wide variety of media that can contribute effectively to quality education. It should be developed--with its particular capabilities in mind--as one of the components of a strong media system.

A variety of media distribution systems, print materials, films, computers, etc., are mentioned by several agencies as rounding out the media capability of an education agency. Planning of ITV systems and materials is seen as an activity requiring the concern and involvement of all levels and types of education. As the AIT consortium process has shown, involvement builds commitment.

Pre- and In-Service Education

Most of the respondents misinterpreted the AIT letter, and gave information on general teacher education programming rather than teacher education on ITV utilization. However, about one-third did make useful replies.

Most people felt that there is a tremendous dearth of training for teachers who may use ITV. The respondents themselves stated that they do little to prepare teachers to use ITV programming. A few exceptions were noted. KTEH in California is currently developing in-service workshops which will capitalize on the personal contact between an ITV utilization person and the classroom teacher. KTEH felt strongly that such personal contact (rather than televised communication) could make a difference in teacher acceptance and use of ITV. The Mississippi Authority for Educational Television conducted a pilot project which included day-long orientation session, conducted by agency staff, where teachers and administrators were trained in ITV use.

Respondents also criticized teacher training institutions for not offering adequate ITV utilization courses. However, one agency is trying to get regular in-school programming integrated with teacher training on the college level. They encourage professors to include television as one of many teaching tools. KCPT's Dian Molton is providing pre-service videotapes to teach proper ITV utilization in Missouri's colleges and universities.

Recognizing that this item was misinterpreted, it may be legitimate to assume that more agencies do, in fact, have some form of ITV utilization training for school systems they serve. Several did note a course, materials, or workshops for teachers and principals. Such in-service training, generally minimal at best, may not compensate for the biases that are bred in teacher training institutions; respondents all imply the need for greater teacher awareness of the effectiveness of ITV in meeting well-defined needs on the secondary level.

In opposition to this general theme was the response from Kentucky. Virginia Fox feels that secondary school teachers are specialists who don't need lessons on how to use television in the classroom. What they need is to see more content in order to plan more effective classroom use on their own. They need an "enormous library of television programs" from which to choose. Fox feels that the state's secondary school teachers have sought help, but it has been at the state level where help has not yet been provided.

EXAMPLES OF SECONDARY SCHOOL TELEVISION

Successes (and Failures)

In the field, "significant successes in secondary school television" means, more often than not, logistical systems that increase ITV use. Most respondents who claimed any successes described special projects or arrangements for making equipment available. For example, Mississippi conducted a 1975 pilot study placing a television set, movable stand, and cassette player in each of six schools. Initial orientation to methods of use and equipment were followed by continuous maintenance and support throughout the school year. Judged successful by the project staff and buoyed up by the schools' reluctance to relinquish their temporarily installed equipment, the agency has expanded its available ITV materials and equipment to other schools.

Another "success" story involves the Marshalltown Community Schools in Iowa, where a one-man show, labeled "Director of Media Services," convinced administrators, school board, and Legislative Budget Review Committee to use additional tax money to buy TV hardware and wire school buildings for reception and distribution of broadcast material. The director set up a central taping facility which also transports tapes to teachers at various buildings, where a building media specialist promotes teacher use of ITV materials.

Several other respondents note similar ITV successes where people and equipment have combined to cater to the needs and overcome the objections of the classroom teacher: Georgia's Regional ITV Project, the New York Archdiocese' Dial-A-Lesson, and the Allegheny Educational Broadcast Council's Media Service Center, being notable examples.

Few respondents mention programming successes. "Successes" include Allegheny's Nuclear Science series, Maryland's Calculus I and II series and a mathematics enrichment series from Wisconsin that seems to be well-received out-of-state but flopping at home. Other series noted as successful are Cabinets in Crisis, Contract, Universe and I, Self Incorporated, America, and various PBS offerings. Other than subjective judgments, there is little hard evidence of the success of local productions, either in terms of formative evaluation, summative evaluation, or audience usage figures. It may be possible that such data exist, but they were not shared in this study. Neither is there any data on the effectiveness of nationally-developed material. It may be that whatever energy and resources exist are being spent on equipment; validation of program effectiveness (does it do what we want it to do?) will have to come after ITV logistical systems are established and secure. For now, finding money and support, and developing a team of a caring principal, competent AV technician, enthusiastic utilization person, and accepting teacher, are the foremost "success" needs.

Growth (or Decline) in ITV Use

About half the respondents could offer no data on the growth or decline of ITV use in their service area. That in itself is noteworthy, since these people are all representatives of local, regional, and statewide education agencies that are committed to instructional television. A few stated that surveys were in progress or that information might be available soon. Still, a significant percentage of respondents could not profer any statistics on whether ITV use was growing or declining. Such an absence of data may reflect priorities in frugal budgets--

evaluation, research, and the like get short shrift, especially when basic equipment is wanting.

Of those offering opinions (including several with no back-up data) or more substantive information, almost all felt that ITV was growing. Most indicated a gradual increase in viewership and/or teacher use. Although the viewership printouts from a few surveys seemed to belie the growth notion, in comparing 1974-75 and 1975-76, Allegheny's survey did show an increase from 20% to 47% in the number of secondary school teachers using ITV. Iowa showed a 40% increase from 1975-1976 to 1976-1977; KCPT's secondary utilization figures doubled in a single year. Sandy Sauser, from California's Orange County, felt "secondary use of school television is increasing mightily"--but earlier noted that only 20% of their secondary school population is covered by membership in the county telecommunications system. In general, supporting data did not speak well for growth.

Where growth is indicated, it is usually related to an improved delivery system and commitment (read, "money") on the part of decision-makers. For example, Maryland's secondary school ITV use seems to be expanding due to the growth of the state network and its response to specific needs and recommendations of secondary school educators.

Several respondents felt that ITV use had leveled off after its initial surge (e.g., Lincoln County, Ontario; Georgia; KET). There were also several reports of activities to increase awareness and use of ITV. Iowa, for example, has developed an approach involving a network of building representatives, newsletters, and a statewide conference on ITV. The building representatives (equal in number to slightly more than three-fourths of Iowa's public and private K-12 school buildings) provide teachers with ITV information, order materials, and promote ITV.

Only 50% of them, however, responded to a state-wide survey. Most of them felt there was a moderate or substantial increase in teacher awareness of state programming and in ITV use.

Problems and Solutions

Most of these have been touched upon in earlier sections of this paper. Amplification follows.

Almost without exception, respondents decried the inflexibility of broadcast schedules. Secondary school teachers simply do not have the option of scheduling classes to meet broadcast times, as do elementary school teachers. Their curriculum sequences are generally fixed, and often do not coincide with program sequence or broadcast schedule.

Obviously related to the broadcast schedule problem is the lack of equipment for off-air recording and playback accompanied by long-term re-record rights. The majority of respondents, even those with a goodly number of television sets and videotape recorders in their area, emphasized the need for more taping equipment. If teachers are to use ITV materials, those materials must be available on call, which leads to another problem --who will tape and who will maintain and who will transport to and from the user? Many respondents cite the need for well-trained and highly motivated ITV coordinators. Teachers do not usually have the time (or training) to perform the mechanical chores of checking broadcast schedules, dubbing tapes, and performing the myriad of associated tasks necessary to keep a building level ITV operation functioning effectively. Yet too often, a teacher or ill-trained and unenthusiastic technician is hired (or assigned) for the work, resulting in inefficiencies, equipment breakdowns, delivery failures, etc.--all of which may reinforce the teacher's covert (or overt) belief about the bother of television.

Many agencies point to the lack of teacher training in ITV as a very real problem. Ignorance is not bliss, in this case--it is mistrust and no use. Even the best produced material will be of little value if the teacher in the classroom is not able to take advantage of the program and its accompanying print materials. The implication may be that there just isn't enough time for existing staff to get the job done, and additional utilization staff may not be forthcoming.

A need was identified for quality instructional programs in science, language arts, social sciences, and a wide variety of real-world coping skills. This need may truely reflect unfilled programming deficits or merely the fear of losing film series that may soon be withdrawn from the television marketplace.

Overshadowing all these responses is the budget ogre. When respondents ask for more equipment, more training, better quality materials, they are complaining about (their perceived) absence of money. The euphemism is "administrative support"--ITV needs administrative support, from boards of education, legislators, parent groups. Several respondents pointed fingers, but most did not indicate any efforts--either on-going or as-needed--on the part of their own agencies to improve the financial situation. Obviously, lobbying at several levels goes on continuously, or at least intermittently. But only a few offered examples of having convinced decision-makers to come up with funds. Mississippi, Marshalltown's media director, and a few others demonstrated some form of success and/or need and were able to obtain funds. But there seems to be no generally applicable local remedy. Each agency seems to be fighting the fight with only minimal assistance from other interested parties.

SUMMARY AND CONCLUSIONS

One possible conclusion to be drawn from the responses to AIT's information request is that secondary school television is underused, underfinanced and unexciting--and the latter is probably more the cause of the first two than any other configuration. Due to the unique problems of the secondary schools, ITV agencies seemed to have followed the path of least resistance--the elementary school. Administrative structure, class schedule, departmentalized hierarchy, lack of equipment, large numbers of students and teacher attitudes have all been barriers to success. The main problems, however, point to potential solutions: lack of equipment to record and conveniently play back programs and the lack of high quality programs designed and readily available (no strings attached) to meet specific curriculum needs.

The impression given by many respondents is that if only the money were there for equipment, we could get increased utilization (and thereby justify even more money for production or increasingly sophisticated hardware). If the money were there, we could educate our teachers to use instructional television, we could hire super engineers and technicians to operate all the switches, and we could give the children the quality education they need and deserve in this confusing and complex world.

But there has been money--lots of it--in instructional television and in secondary education for some time now, and it seems that maybe the problem is not lack of money but how the available money has been and is being used. Not just money specifically earmarked for production, but money for capital equipment, hardware, staff, buildings. Where has all the money gone? It certainly has not gone to make believers of most secondary school educators or legislators. Where are the glowing reports

of productions to satisfy teachers, students, parents, administrators, and legislators? Few and far, far between. And the proof and condemnation is in the utilization reports, what there are of them. If secondary school television programming satisfied the educational need with substance and flair, regularly enough (not 100%, but often), there just might be an attitudinal and behavioral shift of taachers and legislators, users and facilitators. There might be more than 15 or 20% viewership of secondary school television, there might be more financial support for equipment and production.

But reality is the pathetically low viewership and teacher use data, the reluctance of state and local legislators to turn loose funds for more equipment and the generally low-key but continued cries for help from ITV people at the secondary level. Somewhere in the confusion and circularity is a stopping and new starting point, where new forms, new concepts, new combinations of energy can lead to the kinds of results television people have always felt could be achieved. There is much groping around right now, some experimentation, and a lot of space to fill. There is light out there; someone needs to focus it and begin the process of revitalization.

agency for instructional television

Dear

AIT is beginning a study of the use of instructional television in secondary schools. With financial support from Exxon Corporation and Union Carbide, the initial investigatory phase of the project is being coordinated by Jon Cecil of the Iowa Public Broadcasting Network and an advisory team of other educational television administrators. The project seeks to examine the status of secondary school television and to develop several proposals for action.

It is about the status of television in the secondary schools that I am writing to you--we need your help. AIT is interested in the activities and experiences of agencies involved in secondary school television, both successes and failures. When we have gathered some information from you and a number of your colleagues, we will commission several case studies to illustrate the potential use of the medium in secondary schools.

Specifically, we would like your thoughtful reactions and opinions in three areas:

1. A description of the status of secondary school television in your area, including availability of material and equipment, audience size, attitudes of teachers, use of off-air recordings, administrative support in schools, etc. (Utilization reports or survey results to support your description would be helpful.)

2. A statement of your philosophy regarding the use of television in secondary schools and how this might differ from your approach to elementary or post-secondary uses of television. Of related interest is your policy regarding television for in-service and pre-service education for teachers, and the availability and distribution of ancillary materials.

box a bloomington, indiana 47401 / 812-339-2203

3. Examples of significant successes (and failures) in secondary school television and the factors you perceive to be associated with them. Is use of secondary school television growing or declining? What are the problems associated with it? Any suggestions for solving them?

Your response in these three areas will provide a basis for understanding television in secondary schools and will help us select sites for several in-depth case studies. Naturally all resulting reports will be shared with you.

We are asking you, and others with a significant interest and responsibility in school television, to respond to very difficult questions and to provide substantive comments in writing. Realizing that this places an additional burden on your schedule we would like to offer you an honorarium of $50. We realize that some of the people we are asking to help us will not be able to accept this token of our appreciation, but if you can, please complete the enclosed form and return it with your response. We would apppreciate receiving your response by the 7th of February, 1977.

I hope you will take the time to help with this project. We are always grateful for your assistance.

Sincerely,

Saul Rockman
Director of Research

SR/bc

Enclosure

APPENDIX II

Respondents

William Barnhart, Allegheny Educational Broadcasting Council, State College, Pennsylvania
Nancy Bauer, Educational Communications Board, Madison, Wisconsin
Myrtle Boyce, KLRN, Austin, Texas
Anthony Buttino, WNED, Buffalo, New York
Peter Craske, KTEH, San Jose, California
Virginia Fox, Kentucky Educational Television
Sister Irene Fugazy, Archdiocese of New York, Yonkers, New York
John Hill, KLVX, Las Vegas, Nevada
Clara Howell, Georgia Educational Television Network
Hector LeBlanc, Lincoln County Board of Education, St. Catherines, Ontario
Bennie Lucroy, Mississippi Authority for Educational Television
Angela McDermott, Maryland State Department of Education
Sister Mary Eric Militzer, SSND, Catholic Television Network of Chicago
Lew Miller, Ontario Educational Communications Authority
Dian Molton, KCPT, Kansas City, Missouri
Robert Muttart, WNET, New York, New York
Mary Jane Phillips, New Jersey Public Television
Richard Raecke, Nebraska Department of Education
Elinor Richardson, Los Angeles City Schools
Alan Stephenson, WVIZ, Cleveland, Ohio
Dan Summy, Iowa Public Broadcasting Network
Pepper Weiss, KERA, Dallas, Texas

AIT RESEARCH PUBLICATIONS

This publications list includes research reports from AIT and its predecessor organizations, NITL, NCSCT, and NIT. Most of these reports were distributed widely. However, some were written for internal documentation and are generally unavailable to a larger audience. Many of the out-of-print reports (marked with an asterisk) are available through the ERIC system. Other materials may be obtained from AIT and from the ERIC system (ED numbers are included for such reports).

The Evaluation of Instructional Television. NITL, December 1963.*

The Status of Instructional Television. NITL, March 1964.*

An Assessment of Instructional Television: 1966-1968. $2.00 per set, .40 each (ED 083 800)
Instructional Television in Art Education
Instructional Television in Music Education
Instructional Television in Foreign Language Education
Television in Health and Physical Education
Television in Language Arts Education
Television in Mathematics Education
Television in Social Studies Education

Television in Higher Education: Social Work Education. NCSCT, 1966. .50 (ED 083 801)

One Week of Educational Television, Number 4. Morse Communication Research Center, Brandeis University, and National Center for School and College Television, NCSCT, 1966* (ED 082 529)

Guidelines for Art Instruction Through Television for the Elementary Schools. NCSCT, 1967. $2.00

Television Guidelines for early Childhood Education. NITC, 1969. $2.00 (ED 040 739)

One Week of Educational Television, Number 5. National Education Television and the National Instructional Television Center, NITC, 1969. $2.50 (ED 029-501)

Continuing Public Education Broadcasting. NITC, September 1969. $3.50 (ED 038 042)

"Ready? Set . . . Go!"—A Preliminary Evaluation. NITC, 1969.*

The Analysis of Attention to a "Ripples" Encounter. NITC, 1970.*

Report of "Ripples" Evaluation Activities to the Consortium Members. NITC, July 1970. No Charge.

One Week of Educational Television, Number 6. National Instructional Television Center and the Corporation for Public Broadcasting, NITC, 1971. $2.50 (ED 050 572)

"Images & Things" Evaluation Report to Consortium Members. NITC. September 1971. No Charge.

Cause & Affect: Summary Report to the Contemporary II. NITC, March 1972.*

The "Inside/Out" Evaluation: The First Five Programs, Parts I and II. Bureau of Public Discussion, Indiana University, July 1972. $5.00 (ED 070 250 and ED 070 251)

"Ripples" Use: A Second-Year Survey. NITC, Fall 1972.*

"Images & Things" Content Analysis. North Texas State University, 1972.*

Research Report: "Inside/Out" Teacher's Guide Survey. NITC, May 1973.*

Consortium Agency Utilization and Promotion Activities for "Inside/Out." NITC, Fall 1973.*

Decision-Oriented Research in School Television. AIT, September 1973.* (ED 082 536)

"Ripples": A Third-Year Survey. AIT, December 1973. No Charge.

Research Memo: The Use of the "Inside/Out" Soundsheet. AIT, January 1974.*

Research Memo: Teachers' Opinions of "A Matter of Fact" Program Posters. AIT, August 1974.*

Report on Evaluation Activities of the "Bread & Butterflies" Project. Educational Testing Service and AIT, October 1974. $3.00 (ED 097 921)

Research Memo: Television/Film Series on Essential Learning Skills. AIT, October 1974.*

Preliminary Formative Evaluation Report: "Pressure Makes Perfect." AIT, April 1975.*

Preliminary Formative Evaluation Report: "Trying Times." AIT, August 1975.*

Formative Evaluation of "Self Incorporated" Programs (Research Report Number 30). AIT, January 1976. $5.00 (ED 119 712) Summary. (ED 119 711)

"Inside/Out" Teacher's Guide Survey (Research Report Number 31). February 1976. No Charge.

"Bread & Butterflies" Teacher's Guide Survey (Research Report Number 32) in preparation.

Technical Report: AITGRAF: The AIT Classroom Interaction Analysis Graphing Program (Research Report Number 33.) October 1976. No Charge.

Teachers' Opinions about the Viewer's Guide for The Parent Crunch *from "The Heart of Teaching" Series* (Research Report Number 34). March 1976. No Charge.

Formative Evaluation of "MeasureMetric" Program on Length (Research Report Number 35). May 1976.*

Research on the Format and Style of "The Heart of Teaching" Viewer's Guide (Research Report Number 36). September 1976. No Charge.

"Stories From 'Inside/Out'," Its Availability and Use (Research Report Number 37). June 1976. No Charge.

A Compilation of Instructional Television Series for Secondary School Use (Research Report Number 38). June 1976. No Charge.

Responses to the Essential Skills Television Project Orientation Program (Research Report Number 39). August 1976.*

An Evaluation of "The Heart of Teaching" Leadership Training Institute (Research Report Number 40). August 1976.*

Responses to the Questionnaire included in "The Essential Skills Television Project: A Working Document" (Research Report Number 41). September, 1976.*

Review of Economic Education Design Team Draft Reports (Research Report Number 42). September, 1976.*

A Survey of the Individual Program Teacher Guides for "Self Incorporated" (Research Report Number 43). November, 1976.